DOCUMENT RESUME

ED 102 331 95 CE 003 032

TITLE	Career Education: Learning with a Purpose. Junior High 7-9, Social Studies.
INSTITUTION	State Fair Community Coll., Sedalia, Mo.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[74]
NOTE	67p.; For other guides in the series, see Elementary K-2, CE 003 028; Science, CE 003 029; Mathematics, CE 003 030; English, CE 003 031
EDRS PRICE	MF-$0.76 HC-$3.32 PLUS POSTAGE
DESCRIPTORS	*Career Awareness; *Career Education; Course Objectives; *Curriculum Guides; Integrated Curriculum; *Junior High Schools; Resource Guides; *Social Studies; Teacher Developed Materials

ABSTRACT

The guide, prepared to supplement the existing curriculum, suggests activities for teachers related to three goals: (1) Self Goal: the student developing an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal: the student becoming aware of the interrelationships of society with his/her school, community, family, work, and leisure; and (3) World of Work Goal: the student becoming aware of the many facets of the world of work. All objectives, the eight student goals, and the activities are coded according to which major goal is emphasized. An outline of the philosophy and concepts of junior high school career education and exploratory work experience is followed by a guide for the integration of career education into any specified course. A major part of the guide consists of five major social-science related units on: Europe (Communist Bloc, Common Market, and Independent countries), Asia (China, Japan, India-Pakistan-Bangladesh, Southeast Asia, and Southwest Asia), Africa (Egypt and North Africa, Central Africa, and South Africa), Australia and Antarctic Area (South Pacific Islands and New Zealand), and North American History--Exploration and Colonization (divided into six periods). Each unit contains several career related activities, needed resources, and evaluation/outcome. Source lists for audiovisual materials, career and occupational information listed by occupational areas, and locally available field trip sites and guest speakers conclude the guide. (SA)

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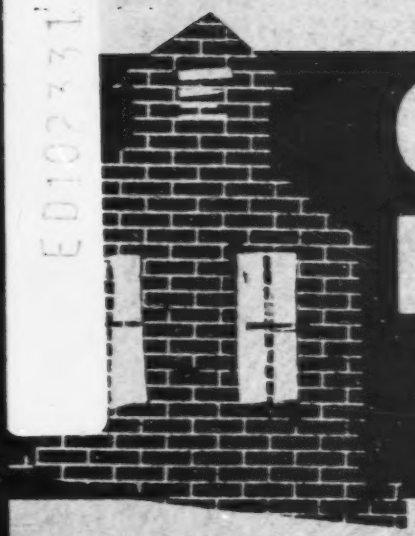

CAREER EDUCATION

Learning with a Purpose

JUNIOR HIGH 7-9 SOCIAL STUDIES

- Career Related Activities
- Audio - Visual Material
- Sources of Career and Occupational Information
- Field Trip Sites and Guest Speakers

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CAREER EDUCATION PROJECT
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ACKNOWLEDGMENTS

During 1973 and 1974 in five workshops, a group of teachers from three counties (Saline, Pettis, and Benton) in Central Missouri developed these activity guides. Special appreciation is expressed to all those individuals who participated in this program.

This package is only one step in the direction of developing career education curriculum. It has been revised and will continue to be revised and tested as an instrument for use as infusion of career education activities in middle or junior high levels of school.

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FOREWARD

This guide has been prepared to supplement the existing curriculum.

The activities presented relate to the three Career Education Goals set up by the workshop participants. They are (1) Self Goal (Self): For the student to develop an awareness of who he/she is and through effective decision-making what he/she can become; (2) Society Goal (Soc): For the student to become aware of the interrelationships of society with his/her school, community, family, work and leisure; (3) World of Work Goal (WW). For the student to become aware of the many facets of the world of work. All objectives, goals and activities included in this guide are coded as to which of the three areas they emphasize.

The activities which follow are offered as suggestions. This guide's purpose is <u>not</u> to tell the individual instructor what he or she must do. Rather the guide simply offers an example of what the teacher <u>might</u> do. It is hoped that the teacher will use these materials to infuse career education into the existing curriculum. How the instructor does this will depend upon the interests, talents, abilities and ingenuity of the specific teacher, the students and resources available.

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The activity which is the subject of this report was supported in whole or in part by the U. S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U. S. Office of Education, and no official endorsement by the U. S. Office of Education should be inferred.

CAREER EDUCATION
DEFINITION AND DESCRIPTION

There has been a saying used for many years that education is preparation for life. At different points in our nation's history, this point has been overlooked or overshadowed by other interests. It would seem that career education is purposely trying to once again provide this type of education.

Career development, which is a lifelong process, begins at a very early age. Even the pre-schooler does role playing. As a child enters formal education, he should continue a step known as the Awareness Stage. This usually covers pre-school through grade six. The second is the Exploration Stage, which covers the middle or junior high level. The third is the Preparation Stage. This covers a time period as long as necessary for the individual to acquire the skills and knowledge needed to enter and progress through his occupational career.

The educational climate today indicates a growing awareness on the part of increasing numbers of people that living in the most advantageous vocational niche is one of the most critical of cultural aspects to man and society. This is the climate that has given impetus to the concept of career development. The great scientific and technical advances in our country have brought about the age of automation--an age in which every person is a specialist. This is true of both the college-educated person and the worker who terminates his education with graduation from high school. Virtually every person, man or woman, college student or not, is involved in earning a living. Education, then, should provide meaningful, significant experiences designed to equip the individual for work in which he will be successful and properly challenged in accordance with his specific aptitudes, interests and total personality. In the case of these individuals who will eventually graduate from college, the function of the school is an interim step. For many others, high school may be the only formal preparation for a lifetime of work and living.

Career education says: Each individual should be led to develop his own work values after becoming fully aware of the alternatives and the impercations, rather than have them dictated.

"Career" itself is a confusing term. To us, it refers to the sum total of all the work done by a person in his lifetime. It differs from an occupation in that an occupation is a component of a career at a point in time.

Career education, then, attempts to help students understand the work ethics imposed by society; develops their work values based on their own personal interests in full awareness of society's demands; helps them become aware of the world of work and its values, prepares for, and ultimately begins and pursues a career, including the possibility of occupational change and the hope for productive use of leisure during that career.

PHILOSOPHY

The interests of the junior high student revolve around the home, school and peer group. Through a study of society, self and the world of work, these students begin to see themselves as an integral part of a working whole. Career education brings relativity to the classroom. Career education seeks to give the student a firm foundation in the basic skills of education—the ability to read, write, communicate and calculate.

CONCEPTS

1. Explore and become aware of the many kinds of careers available.
2. Realistically appraise career selections according to his present abilities and interests.
3. Understand that each person is an individual with different capabilities, needs, interests and values.
4. Recognize the value and interdependence of each job choice.
5. Realize that work in school is directly related to future job success.
6. Realize the satisfaction that should be inherent in job choices and in leisure time pursuits.
7. Realize that the cultural and social attitudes of his heritage will not necessarily limit his job choices.
8. Realize that the world is in constant change just as his own abilities, interests and expirations change and will therefore explore many occupational possibilities during his maturation process.
9. Appreciate the responsibility he has to use his potential to contribute to the work force and to wisely use his leisure time to better the standards of cultural and recreational pursuits of his society.
10. Career preparation is not limited to a study for a specific career but necessarily includes all areas of study that broaden his mind and expand reasoning power so that he can make suitable choices in all phases of adult life.

EXPLORATORY WORK EXPERIENCE

Exploratory Work Experience is essentially a career guidance program being offered to seventh, eighth and ninth grade students in the ten participating school districts. It allows the student to observe and to "try out," in a limited way, a variety of conditions of work in one or more professional or vocational fields for the purpose of determining his suitability for such field or fields. Inasmuch as he is not expected to be productive as an employee, he receives no remuneration for participation on the exploratory program. Whatever benefits do accrue to the business in which the student is placed are usually offset by the time expended by his job supervisor (employer) in teaching and directing activities.

After a tentative career choice has been reached, the motivation to preserve and attain his career goal is enhanced. While involved in exploratory work experience, a participant may arrive at such a tentative career goal through a flexible process of deciding negatively as well as positively about possible careers.

Work exploration is essential to any student who plans to invest a significant amount of time and money in the preparation (continued education) for a career. It is beneficial to all students because most will find themselves at one time or another a part of the world of work, even if the position is part-time or temporary. This <u>real</u> experience can reduce the number of people who learn too late they chose the wrong career.

Such a program was initiated in eight of the ten participating school districts in the summer of 1974 with ninth grade students only. This program will be continued in 1974 and enlarged to incorporate eighth grade students as well as ninth grade students from the participating schools.

STUDENT LEARNING GOALS

Appreciations and Attitudes

Appreciate all forms of human endeavor and work.
Understand the impact of work in one's life and resulting need to make a meaningful career choice.
Relate attitudes and awareness to a specific or a related job.
Understand the importance of all careers and their contribution to society.

Self Awareness

Choose a career as related to interests and abilities.
Develop self-perception of abilities and interests as related to actual career requirements.
Build reality awareness perception of "where I am compared to where I want to be."
Related personal values and influence of other's values on career choice.

Decision Making

Weigh long and short range effects of different alternatives to specific problems. Apply decision-making process to study of careers. Analyze and refine previous career decisions based on counseling, work experience and all available information.
Select a career for in-depth analysis.

Educational Awareness

Identify and understand values as they relate to lifestyle.
Identify present lifestyle and conditions determining that style.
Determine a tentative personal schedule to acquire necessary and desired special skills.
Acquire special skills needed for predicted or desired lifestyle.

Career Awareness

Understand the relationships between attitudes and values and careers.

Economic Awareness

Develop the concept of management of finances (earning, spending, borrowing, savings).
Understand economic potential as related to careers, i.e., relate cost of entering a field to future expected income.
Understand the tools of business: Read and interpret tables, graphs, and charts used as a consumer.
Relate legal and financial consideration to careers in general.

Skill Awareness

Master the use of tools and processes used in research in the physical and social sciences. Understand the use of tools in selected careers.
Use basic tools found in careers.
Match necessary skills and processes with selected careers.
Match individual abilities and interests with skills and processes needed in careers.

Employability Skills

Understand the social and personal relationship and their effect on employment.
Understand the skills necessary to acquire, maintain, and progress in employment.
Relate personal and social interaction skills to careers.
Develop personal and social interaction skills related to in-depth study of one career.

GENERAL GUIDE FOR INTEGRATING CAREER EDUCATION INTO ANY SPECIFIED COURSE

Step 1

The teacher decides on the range of careers in each unit, section, or chapter

Step 2

The teacher makes a plan for introducing related careers when appropriate by the following methods:

(a) student research into careers using reference materials
(b) student development of occupational clusters
(c) guest speakers
(d) field trips
(e) role playing
(f) class or group discussions
(g) written or oral reports

Step 3

The teacher should make a concentrated effort to relate the regular classroom instruction to what is needed to succeed in the working world. To be successful, a student should:

(a) learn cooperation
(b) understand own worth as a unique person
(c) understand the necessary interdependence that exists in groups
(d) think and reason abstractly and concretely
(e) form solid analyses
(f) form opinions and make plans creatively and realistically
(g) approach problems systematically and realistically
(h) achieve and experience success in his work
(i) follow directions closely and accurately
(j) learn to accept responsibility for himself and his work
(k) assume the responsibility of developing good attendance habits
(l) utilize his time effectively
(m) develop good study habits
(n) develop within the student an appreciation and understanding of the work ethic—there is dignity in all forms of work

SOCIAL STUDIES

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Objectives

Self 1. The student will understand, accept, and respect his own uniqueness as a result of learning, growth and maturation in social sciences.

WW 2. The student will recognize that education experiences are a part of his career development.

Society 3. The student will understand the relationship between personal economics, life-style and occupational roles.

WW 4. The student will understand the relationship of his present and anticipated occupational status to economic trends found in his community, state, nation and world.

WW 5. The student will explore a wide range of careers as they reflect his interest and abilities along social science lines.

Self 6. The student will analyze his abilities and interests in terms of occupational areas he may wish to enter.

Self 7. The student will explore his economic incentives offered by various occupational areas of social science.

Self & Society 8. The student will analyze how technology is used creatively to develop various products from natural resources.

Society 9. The student will become aware of the role of government and the way in which it affects his/her everyday life.

Society 10. The student will understand why and how society changes and learn to adapt with social changes.

Society 11. The student will analyze the impact of technology upon society and man which has not been beneficial.

WW 12. The student will become proficient in identifying and using resource information in making career information in making career decisions.

WW 13. The student will identify and analyze the characteristics of the American economy that affect job opportunity.

WW 14. The student will identify economic trends, both past and present, and investigate their effect on job opportunities in broad occupational areas.

Society 15. The student will examine and evaluate technology in terms of the factors which give impetus to change and development.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, Communist Bloc Countries

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Compare communist system of government to our own system of government.	1. Texts: The Story of Our Heritage, Five Centuries in America	1. The students will gain an understanding of the principles of communism. Also the students will learn that in a democratic society the individual has much greater choice in selecting what he wants to do with his life.
Soc 2. Study how the individual would have much greater freedom of choice in the U.S. for such things as jobs, careers, personal interest, etc.	2. Maps of the world Europe, United States	
Soc 3. Study how these countries came under communist rule.	3. Communist Manifesto	
Soc 4. Locate the communist bloc countries	4. Films: "Communism" "Communist Bloc Countries"	
Soc 5. Study the effects of communism upon the people of these countries.		
Soc 6. Study the works of early communist writers such as Marx, Engels, Lenin and Stalin.		
Soc 7. Compare the system in the communist bloc countries to that of China.		
Soc 8. Make a flag of all communist countries out of fabric materials.		

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 9. Make a large diagram of the communist form of government.		
Soc 10. Do native dances of the countries, complete with music.		
Soc 11. Make a diagram of the communist party and compare it to an American political party.		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, Soviet Union

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Stress science, politics, industry and geography. Contrast these with the U.S. WW 2. Encourage careers in science, politics, forestry and agriculture. WW 3. Encourage government jobs WW 4. Discuss farming and related jobs. Soc 5. Have half the class write accurate news accounts of an event; then have the other students censure the reports to meet the Party's view. Soc 6. Make a graph of the Soviet Union and show how it compares to the U.S. in area. Soc 7. Study the diversity found in the Soviet Union because of its huge size. a. Study climate b. Types of crops grown in different areas c. List the different nationalities in the Soviet Union d. List the different nationalities in the U.S.	*1. Text: Eurasia, Africa and Australia 2. May USSR 3. Films: a. "Soviet Union" b. "USSR: City of the Volga" 4. Bulletin boards displaying life in the USSR. *Guin and Company, Chapter 13, page 257 (Europe and Soviet Union)	1. Chart showing difference of areas of USSR. 2. Describe life under communism. 3. The student will gain an understanding of the vastness of the Soviet Union and how the communist system copes with the variety found in this country.

	CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc	8. Role playing: Divide students into nobles and peasants, wear appropriate costumes and dramatize the wide gap which existed between these two groups under the czar's rule.		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, Common Market Countries

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Locate the common market countries Soc 2. Study the reasons why the common market was formed Soc 3. Discuss the various types of governments of the countries in the common market Soc 4. Study the role played by the common market countries in the N.A.T.O. Alliance Soc 5. Discuss the common market countries in relation to the world trade and their effect upon it. Soc 6. Study the effects which the economic policies of the common market could have on the various jobs in America. WW 7. Divide students into groups and make one product that could be exchanged for other goods Soc 8. Go to grocery store and price goods from these countries Soc 9. Price flowers (Benelux countries) and return and plant	1. Western Civilization Text 2. History of Civilization Text 3. Maps of: World, Europe United States 4. Films: "Common Market Countries" "World Trade"	1. The students will gain an understanding of the working of the common market and the effects which its policies have in world trade. The students will learn how shifts in world trade can affect several jobs in the world of work.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, The British Isles

CAREER RELATED ACTIVITIES			RESOURCES	EVALUATION/OUTCOME
Soc	1.	Discuss English law as it relates to the U.S. law.	1. Text: Eurasia, Africa and Australia	1. Student participation in open class discussion on laws that are similar.
Soc	2.	Have students make a list of several common laws still in use today which were inherited from the English.	2. Law pamphlets (Source: Missouri Bar Association)	2. In a paragraph, describe how the ocean affects these Isles.
Soc	3.	Compare the industry and agriculture of England to that of the U.S.	3. Science and agriculture references	
Soc	4.	Discuss how the ocean affects the Isles.	4. Have class bring in newspaper clippings of current events.	
WW	5.	Relate these ideas to career possibilities (lawyer, engineer, meterologist)	5. Film, "British Trade & Industry"	
Soc	6.	Re-enact the defeat of the Spanish Armada	*Guin and Company, Chapter 1, page 27 (Europe and the Soviet Union	
Soc	7.	Trace an imaginary bus ride on a trip through London.		
Soc	8.	Have the students make a list of all the countries in the world which were at one time part of the English empire.		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Europe, Independent Countries

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Locate the independent countries in Europe Soc 2. Examine the factors which kept the independent countries out of the common market and the communist bloc countries Soc 3. Compare their governments and economic systems to those of the U.S. WW 4. Study group--Explore the main occupational areas of each country and compare it to ours. Soc 5. Construct a Viking ship Soc 6. Make costumes of the time	1. Western Civilization Text 2. A History of Civilization Text 3. Maps of the World: Europe and United States 4. Films" "European Countries, "Industry of Europe"	1. The students will acquire an understanding of how these countries differ from the rest of Europe. Also the student will gain knowledge of the main occupations of these countries.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Asia (China)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss reasons for most of China's people living in the eastern part of the country and their major occupations. Soc & WW 2. Discuss reasons why China has such great difficulty in communications within the country as compared to the U.S. Encourage a career in communications. WW 3. Discuss rising job opportunities in China today and compare these with present jobs available to U.S. citizens. Soc 4. Make a coolie hat Soc 5. Make a scale model of a sampan. Soc 6. Prepare a Chinese and/or Japanese dinner Soc 7. Construct a model of Mt. Fuji. Soc 8. Build a rikishaw.	*1. Text, Eurasia, Africa and Australia 2. Films, "China and Its People" "China under Communism 3. Guest speakers a. Missionaries b. Diplomats c. Immigrants 4. Bulletin boards depicting life in China today 5. Organize a field trip to a museum *Guin and Company, Chapter 2, page 31 (Asia)	1. In a paragraph, give your opinion of work for the masses under communism. 2. Write a report on field trip to museum. 3. Students will become aware of the differences in the Oriental life as compare to the Western world.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Asia (Japan)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Discuss the American occupation of Japan after World War II, stressing jobs introduced by the occupying forces. WW 2. Discuss the Japanese Imperial Movement which dominated the Pacific and the types of work that were needed to accomplish this task. Soc 3. Discuss how climate affects the work of Japanese people Soc 4. Compare American industry to the Japanese industries with possible job opportunities in industry. Soc 5. Organize committees on careers in government, geography, economics. Such committees would be responsible for developing displays and bulletin boards on similar Japan and U.S. job opportunities. Soc 6. Make a flag of Japan Soc 7. Make a Japanese doll with kimono Soc 8. Make a pot of tea Soc 9. Plan an imaginary trip to Japan	*1. Text, Eurasia, Africa and Australia 2. Films: "Japan, East Is West" "Harvesting in Land and Sea" " "Toro, Toro, Toro" 3. Guest speakers a. Japanese American b. Japanese war bride 4. Bulletin boards: Students bring current articles and pictures showing job occupations in Japan. 5. Prepare a map of Japan 6. Organize a field trip to a museum. *Guin and Company, Chapter 3, page 59 (Asia)	1. Students will grasp an understanding of the Japanese people and the role Japan plays in world economics.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Asia (India-Pakistan-Bangladesh)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss the independence of these countries as part of a great independence movement that has affected so much of Asia within recent years.	1. Text, Eurasia, Africa and Australia	1. Give an oral report on one of the activities.
Soc 2. Create a mock country with a colony located in Asia and have the students devise a plan of independence.	2. Film, "India: Land and People"	2. Write a paragraph describing life in a rural village.
WW 3. Discuss occupations one would enter into serving as a diplomatic representative to this area.	3. Prepare a career poster on Foreign Service	3. The student will learn how these people have differing views on such things as the killing of insects, the eating of cattle, etc.
WW 4. Do research on jobs one would find in this area of Asia	4. Prepare two bulletin boards showing one of the beauty of these countries and one with unsightly pictures of the area.	
WW & Soc 5. Compare job opportunities of people living in this area to jobs one would find in the U.S.	*Guin and Company, Chapter 4, page 77 (Asia)	
Soc Self 6. Go without eating for a day to emphasize lack of food and overpopulation in this part of the world.		
WW & Soc 7. Compare wages of people living in these areas to wages of people in the U.S.		
Soc 8. Role play the caste system		
Soc 9. Go seven days without killing anything		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Asia (Southeast Asia)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss the reasons for this area to be valuable in control of trade and movement of ships. Discuss possible careers in trade.	*1. Text, Eurasia, Africa and Australia	1. Write a report on malaria or other medical problems found in this area.
WW 2. Discuss the possibilities of a career in the military in relation to this area.	2. Film showing geography of the area	2. Choose a career suitable for the area and write a report about it.
WW 3. For students interested in medicine, suggest a medical missionary career	3. Bring in photographs showing people at work in the tropics	
WW 4. Discuss the career of archaeology in relation to Southeast Asia.	4. Guest speakers: a. Vietnam veteran b. Medical missionary	
Soc 5. Encourage religion or philosophy in relation to missionary work	*Guin and Company, Chapter 5, (Asia)	
Soc 6. Use chopsticks to eat a meal		
WW 7. Make bulletin boards depicting careers in trade		
Soc 8. Make a display of tropical products from this area		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Southwest Asia (Middle East)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
WW 1. Discuss possibilities of career related work in the oil industry.	1. Text, Eurasia, Africa and Australia	1. Write a report on a religion.
Soc 2. Study groups on religions (Judaism, Christianity, Islam) and discussion of various beliefs and customs.	2. Aramco magazine	2. Make an oral report on the need for water.
Soc 3. Have students make reports on the nomadic life of the people and jobs connected with the raising of animals.	3. Filmstrips concerning the need for water.	3. Make a report on petroleum
WW 4. Explore jobs related to agriculture, irrigation and reclamation.	4. Films: "Middle East: Need for Water" "Religious Vocations"	
WW 5. Encourage travel related careers		
Soc 6. Construct model of an oil derrick	*Guin and Company, Chapter 1, page 1 (Asia)	
Soc 7. Come to class dressed in native costume		

GRADE LEVEL OR SUBJECT Sccial Studies AREA OR UNIT OF STUDY Africa, North Africa

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss the Egyptian civilisation, architecture, education etc.	1. Text, Eurasia, Africa and Australia	1. Know how Egyptians contributed to our knowledge of math and science
Soc 2. Discuss modern Egypt as the United Arab Republic	2. Wollensak Teaching Tape "Ancient Egypt Pyramids"	2. Understand the Arab-Isreal conflict
Soc 3. Build models of pyramids	3. Filmstrips, "Jam Handy" "The Growth of the Ancient Egyptian Civilization" "Everyday Life of the Ancient Egyptians"	3. Demonstrate heiroglyphics.
Soc 4. Write a story using picture words	4. Guest speakers: Geologists on how oil fields are discovered	
Soc 5. Make a scale model desert and grow cactus and other desert plants.	*Guin and Company, Chapter 1-5	
Soc 6. Have the girls wear veils for a day		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Central Africa, Africa

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Discuss Stanley and Livingston	*1. Text, Eurasia, Africa and Australia	1. Panel discussion on the vanishing animals of Africa
Soc 2. Role play the capture and sale of slaves	2. Filmstrips, "East Africa Today, Parts 1 and 2" "East African Village Life"	2. Knowledge of the Peace Corps and its work in Central Africa
WW 3. Write a play concerning professional hunters	3. Guest speaker: Peace Corps representative	3. Small group discussion on the humiliation an individual would experience if treated like a piece of property.
Soc 4. Make paper mache mask of witch doctor		4. Write a report on Dr. Sweitzer
Soc 5. Student reports on plants and animals which exist in jungle regions		
Soc 6. Visit a zoo to view animals which inhabit Central Africa		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Africa, South Africa

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Have the student study the countries of Southern Africa Soc 2. Investigate the way the people of the Kalahari Desert interact with their environment Soc 3. Problems that face the country of South Africa Soc 4. Study the reason why white supremacy is entranced in the minds of white South Africans Soc 5. To study the Zulus and other ethnic groups of South Africa Soc 6. Draw your impressions of South Africa	1. Text, Eurasia, Africa and Australia, Chapters 1-5 2. Film, "The Hunters'	1. The student will be able to: identify the countries of southern Africa given a map of said area describe a day in the life of a bushman identify the term "aparthied."

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Australia and Antarctica Areas

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Study this part of the world in its entirety--looking at the people, the land itself, occupations, geography and customs and ideals of the area. Soc 2. Study the climate conditions Soc 3. Take an imaginary trip with Jacques Cousteau Soc 4. Compare the Australian cowboy to the American cowboy Soc 5. Make a comparison of the unsettled West of Australia to the unsettled lands of America during the 19th century. Self 6. Have the students write a report describing how they would cope with an unsettled region as a settler.	1. Text: Living as World Neighbors 2. Film, Australia: The Land Down Under 3. Maps of Australia and Antarctica	1. The students will gain a knowledge of the characteristics of this area and its people.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY South Pacific Islands

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Have students learn the location of the South Pacific Islands, with attention pointed to how a location is found	1. Text, Living as World Neighbors	1. To give the student an understanding of this area of the world with a comparison between it and the U.S. A look at different peoples and occupations of the world.
Soc 2. A study of the people that live in the South Pacific area; also using a comparison between them and people in the U.S.; some emphasis on the occupations done in each area.	2. Film, "The South Pacific Area" "People of the Pacific"	
WW 3. The climate and geography would be covered in a way to tie in possible jobs in this field and the reason there is a need.	3. Filmstrips and records	
Soc 4. Make a hula skirt and wear it	4. Personal experience reports and souveniers	
Soc 5. Make and wear a lei		
Soc 6. Perform native dances in costumes with music		
Soc 7. Have a luau		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY Australia and New Zealand

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc & WW 1. Discuss similarities of these countries with the U.S. WW 2. Examine the natural resources as a basis of Australia's prosperity and job opportunities associated with these resources WW 3. Discuss the importance of the area as a food exporter, especially the wool and cattle industry. Relate these with a career in agriculture. Soc & WW 4. Consider the seasonal differences of these countries and the U.S. Discuss recreational likenesses and differences. Consider a career in the recreation field. Soc 5. Make a flag of Australia 6. Bulletin board showing agriculture and wild life of these countries	*1. Text: Eurasia, Africa and Australia 2. Film, "Australia and New Zealand" 4. Guest speaker who has visited these countries *Guin and Company, Chapter 1 (Australia) Page 1-36	1. Write a report on the exports of the areas 2. Write a paragraph describing the leisure activities of the area. 3. Give an oral report on the cattle and sheep stations.

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY New Zealand

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Study of the country itself and what it has to offer and the reason why people live and visit the area	1. Films: "A Country--New Zealand" "Making a Living in the Pacific"	1. To give the student a look at an island country in comparison to our own country and for what it is worth.
Soc 2. Have the students compare the people of New Zealand with those of the U.S.; race, creed, color, jobs done, income, etc.	2. Text, Living as World Neighbors	
Soc 3. A look at the climate of the area--also comparing it with the United States	3. Maps of the Pacific area and comparing areas	
Soc 4. Make a salt, water and flour map		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Colonization of America)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Have students study European countries and reasons for exploration	1. The Story of Our Heritage Text	1. By learning a background of how this country came into being, the student will develop an attitude of why we are here; also an awareness of the democratic process, a comparison between English monarchy and a democracy.
Soc 2. Methods of transportation used and navigational instruments used and invented	2. Text: Centures in America	
Soc 3. A study of the land of the New World and its native inhabitants (Peoples)	3. Maps of the World: U.S. and European	
Soc 4. The location of early settlements in the New World and reasons why their location at that specific point	4. Films, "Peoples of Europe" "Early Navigational Methods" "Colonial America"	
Soc 5. Study reasons why European settlers came to the New World	5. A field trip to a location of an early settlement (depending upon location of school and energy crisis)	
Soc 6. Problems that the settlers encountered while settling the New World		
Soc 7. The connection or ties between the mother country and the New World		
Soc 8. Construct Pilgrim hats		
Soc 9. Make and use a dunking stool		
Soc 10. Construct a log cabin and furnishings		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Revolutionary Period)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Have students study the causes of the Revolutionary War	1. The Story of Our Heritage	1. Give the students a knowledge of why our country broke away from the "protective wing" of England
Soc 2. To learn and review the mother country and the reasons why people left the European land	2. Centuries in America	2. To learn about the written laws of our country and why we want to live by them.
Soc 3. Study the attitude of England toward the colonies during the 1760's and 1770's	3. Maps of the World Different years of the U.S.	
Soc 4. A review and study of the participants in the Revolutionary War	4. Films: "The Revolutionary Period" "Battles of the Revolution" "Famous Documents--Making and Using"	
Soc 5. Looking at the actual battles, both land and sea--looking at careers in armed service.	5. Records and filmstrips	
Soc 6. Using role playing in re-enacting specific battles of the war		
Soc 7. A study of the reasons for victory and causes of defeat		
Soc 8. A look at the New World now as a nation		
Soc 9. Working and looking at the Constitution of the United States--then and at present		
Soc 10. Set up a mock Revolutionary War and government		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Westward Expansion)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. A study of why the U.S. experienced "growing pains"	1. Films: "The Old West" "Indians of the Frontier" "Headin' Out West"	1. Having a look at moving west and reasons behind it.
Soc 2. Study of geographical differences "out west" a. the Great Plains to the west coast b. from the Mississippi River to the Atlantic Ocean	2. Role playing	2. A study of careers done in the late 1700's and early 1800's, comparing then and now.
Soc 3. A look at the life styles of Indians--Plains Indians, N.W. Territory	3. Texts: Story of Our Heritage, Five Centuries in America	3. Also jobs that spring up because of the move west.
Soc 4. Study of different types and methods of transportation and communication		
Soc 5. Climate differences and problems created		
Soc 6. Attitude of "other" countries toward the U.S. expansion		
Soc 7. Men were judged by what they did, instead of who they were or what they looked like		
Soc 8. Build a conestoga wagon		
Soc 9. Construct a fort		
Soc 10. Build a collection of Indian relics		
Soc 11. Make Indian arrowheads		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Civil War and Reconstructio

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. A study of the careers and events leading up to the war itself. The life styles of people in the North compared with those in the South. Jobs that were done in the North and those in the South. Methods of transportation in both regions.	1. Texts: Five Centuries in America, Story of Our Heritage	1. Giving the students a look at a war between the same family--a study in family relations and getting along with others, which is needed in jobs of today
Soc 2. The war itself; battles, famous leaders, people behind the scenes--comparing this war with wars of today, including jobs done by armed services	2. Films: "The Civil War" "Building the Nation" "Two Really Equals One"	
Soc 3. Results of the war; how the country mended itself and got on the road to recovery. Showing the damage a war can do and how the lives of the people of one country can be hurt, ruined or totally destroyed.	3. Role playing of people and events	
WW 4. Building the country back up. Occupations that started because of all the work that had to be done	4. Books and Films of Today: Gone With the Wind	
Soc 5. Make a carpet bag	5. Maps of Northern and Southern U.S.	
Soc 6. Have a slave auction and sale		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History (Industrialization)

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. Reasons for the growth of industry	1. Guest speakers	1. To make the students aware of jobs in the world of industry.
WW 2. Contrast industrial society, with an agricultural society--looking at jobs offered in each	2. Field trips	2. To see the values of natural resources and ways of conserving resources of our country.
WW 3. Problems of industry--growth and development of labor unions. Types of industry	3. Textbooks	
Soc 4. Values and problems related to automation	4. Philosophers	
Soc 5. The need for resources and the use of them, the waste, conservation methods also.	5. Films, "Growth of American Industry"	
Soc 6. Build a mock assembly line		
Soc 7. Make a model car (T)		
Soc & WW 8. Set up a collective bargaining session		
Soc & WW 9. Let students go on strike--because of an unreasonable demand		

GRADE LEVEL OR SUBJECT Social Studies AREA OR UNIT OF STUDY North American History Since 1900

CAREER RELATED ACTIVITIES	RESOURCES	EVALUATION/OUTCOME
Soc 1. A study of the role of the U.S. as a world leader a. Relationships with other countries b. Our attitudes toward various governments and "why" we hold that attitude Soc 2. The learning of leaders of the U.S.--and an acting out of various administrations a. Political parties of each b. Family life and background of each c. Administration of each d. Life after leaving office WW 3. Exploration of changes in the world of work a. Rural to urban (field trips) b. Salaries c. Automation d. Transportation and communication advances Soc 4. Wars involving the U.S. from 1900 to present a. Study of military change in dress and equipment b. Battle tactics used - psychological attitudes used in making decisions	1. Story of Our Heritage Chapters 19-26 Five Centuries in America, Chapters 17-24, Our Nations Presidents, entire book 2. Role playing: Acting of leaders, Dressing to match the times. 3. Films: "Munich" "The Cold War" "U.S. Role in NATO" "The Green Berets" "Tora-Tora-Tora" "Patton"	1. To learn about the U.S. and its relationship with other industrial countries since 1900. A study of leaders of the country and the "whys" of the administration. Want the students go get a feeling of the times--the changes in life styles, patterns.

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AUDIO - VISUAL MATERIAL

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JUNIOR HIGH A-V MATERIALS

Books

Call No.

LB 1027.5 .C37 1973 — Career Education in the Middle/Junior High School, Olympus Publishing Company. Third in the series of "how to do it" books, aimed at the junior high level. Circulation period 3 weeks. Teachers 7-12.

Career Development Activities, Howard W. Sams and Company, Inc. A manual of suggestions for activities to be used to integrate career development activities with traditional subject matter. Instructor's guide included. Circulation period 4 weeks. Teachers 7-12.

Occupations and Careers, Webster Division, McGraw-Hill Book Company. Textbook designed for courses in occupations or as a reference to counselors and their students. Circulation period 3 weeks. Grades 7-12.

Manpower and Economic Education, Love Publishing Company. Includes units on the individual and the nature of work, the economic world, the manpower market, career opportunities in the American economy and technology, skills and investment in education. Circulation period 3 weeks, suggested for teachers, counselors and administrators.

LB 1027.5 E35 — Mathematics for Career Education with teacher's guide, Charles E. Merrill Publishing Company. Developed for students interested in practical mathematics. Circulation period 4 weeks, suggested for teachers of remedial classes, shop classes and union apprentice programs.

HF 5381 .S864 — Viewing Your Career, Pendulum Press. Eight chapters covering different aspects on careers such as: choosing a location, part-time jobs, full-time jobs, labor unions, etc. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

P 90 .H36 1974 — The World of Communications: Visual Media, McKnight Publishing Company. This text is divided into readings intended to increase the students' perception by having them recognize problems. Circulation period 3 weeks, suggested for teachers, counselors and administrators.

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NVGA Bibliography of Current Career Information, 1973 Edition, National Vocational Guidance Chronicle, Division of APGA. Contains a current career literature listing, career film reviews and a publisher's index. Circulation period 2 weeks, suggested for students, teachers, counselors and administrators.

HF 5381 .P43 — Perspectives on Vocational Development, American Personnel and Guidance Association. Contains five parts: introducing vocational development (2, 3, 4) discussing vocational development theory in the past, present and future also special applications. Circulation period 4 weeks, suggested for teachers, counselors and administrators.

TD 148 .C47 — Clean Streets, Clean Water, Clean Air.

TH 4811 .N36 — New House, New Town.

The Maturity of Vocational Attitudes in Adolescence.

T 65 .S39 — Teaching Children about Technology, McKnight Publishing Company. A three-part text to help teachers teach students about the complexities of industry. Circulation period 2 weeks, suggested for junior high and high school teachers.

Exploring Careers in Child Care, McKnight Publishing Company. Prepared for use in some educational programs. Circulation period 3 weeks, suggested for home economics teachers.

General Drafting, McKnight Publishing Company. A sample text for beginning drafting with 75 units to give the student a brief overview of a variety of construction techniques dealing with mechanical and architectural drafting. Circulation period 2 weeks, suggested for beginning drafting students.

Multi-Media Storage Catalog, American Personnel and Guidance Association. A publications program providing periodicals, books, films and cassette tapes to order. Circulation period 1 week, suggested for teachers, counselors and administrators.

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Consumer Purchasing, Consumer Education. Seven chapters showing the consumer various situations of consumer spending and explaining the when, where and why's of the money involved. Circulation period 2 weeks, suggested for grades 9-12.

Career Education Program, Volume II, Houghton Mifflin Company. This notebook consists of a sequence of detailed lesson plans accompanied by duplicating masters and transparencies to reinforce a student's knowledge and understanding of the world of work. Circulation period 3 weeks, suggested for grades 7-9.

Career Exploration and Planning, includes teacher's manual and student workbook, Houghton Mifflin Company. It approaches career development by stressing students' self-awareness and understanding of their own talents and interests. Circulation period 4 weeks, suggested for grades 8-12.

The Waiter and Waitress Training Manual, Institutions/Volume Feeding Magazine. A six-part guide for serving food in a restaurant with a quiz at the end. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Ginny the Office Assistant, McGraw-Hill Book Company.

Developing Students' Potentials

Introduction to Occupations, Instructional Materials Laboratory. This material is designed to provide guidelines for teachers helping young persons learn about decision-making in the area of occupational choice. Circulation period 3 weeks, suggested for junior high students.

Job Application and Interviews, Instructional Materials Laboratory. Divided into nine chapters which cover such areas as career opportunities, self-evaluation, job interview, tests and forms, money management, etc. Circulation period 4 weeks, suggested for teachers, counselors and administrators.

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Phil the File Clerk, McGraw-Hill Book Company.

My Career Guidebook, includes counselor's and teacher's manual, Benziger Bruce and Glencoe, Inc. A sample guidebook that contains sections devised to help the users prepare themselves for a career. Circulation period 2 weeks, suggested for high school students, teachers, counselors and administrators.

How to Get a Job, Benziger Bruce and Glencoe, Inc. This book is designed to teach a person how to hunt for the job he wants successfully. Circulation period 1 week, suggested for high school students, teachers, counselors and administrators.

HF 5381 .S865 How to Choose Your Work, Benziger Bruce and Glencoe, Inc. Divided into three parts: (1) What do you want to do? (2) What can you do? (3) Kinds of work available to you. Circulation period 1 week, suggested for high school students, teachers counselors and administrators.

The Parents' Role in Career Developments, the National Vocational Guidance Association. To enable parents to help their children find their occupational careers. Circulation period 1 week, suggested for teachers, counselors and administrators.

Guidelines for the Preparation and Evaluation of Career Information Media, National Vocational Guidance Association. A set of guidelines for filmstrips, films and occupational literature. Circulation period 2 weeks, suggested for teachers, counselors and administrators.

Career Mathematics: Industry and the Trades, teacher's edition, Houghton Mifflin Company.

Mathematics for Daily Living, with workbook, McCormick-Mathers.

Kits

Call No.	Kit
KT CE1	Duo-Media Career Education Kit, Career Education Associates. Cassette and photo-guide, sample copy on Physician's Assistant. Circulation period 2 weeks. Grades 7-12.
KT CE4	Career Awareness Program (Featuring Popeye the Sailor), King Features Education Division. Full-color comic books covering 15 career clusters with poster, class career awareness bingo game, teaching guide. Circulation period 3-5 weeks. Grades 4-8.

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KT CE5 Job Experience Kit, Science Research Associates, Inc. Work simulation experiences in 20 self-contained kits (may be checked out singly if kit is not in use). Circulation period 1 week. Grades 7-11.

Occupations include:

Appliance Serviceman	Beautician
Plumber	Secretary
Carpenter	Veterinarian
Draftsman	Librarian
Electronic Technician	Lawyer
Accountant	Police Officer
Medical Technologist	Elementary School Teacher
Truck Driver	Automatic Mechanic
X-ray Technician	Motel Manager
Designer	Salesperson

KT CE6 The Changing Work Ethic, Guidance Associates. Two filmstrips with cassettes and discussion guide. Part I--You and Work; Part II--Work and Society. Circulation period 1 week. Grades 7-12.

KT CE12 World of Work: Readings in Interpersonal Relationships, McGraw-Hill Book Company. Fifty illustrated fiction stories of four pages each to acquaint the reader with job-worker situations. Multiple choice, short answer and discussion questions are provided. Circulation period 4 weeks. Grades 8-12.

KT CE16 Educator's Kits, Let's Save the Children, Inc. Units based on experiences of popular black personalities (Roberta Flack, Issac Hayes, The Jackson Five, Nikki Giovani, Flip Wilson, The Staple Singers, Marvin Gaye, Rev. Jesse Jackson.) Includes books, teacher's guide, puzzles and coloring books. Circulation period 4 weeks. Grades K-8.

KT CE22 Career Education Program, The New York Times. Guide for using the New York Times School Service in the classroom, includes career awareness material. Circulation period 2 weeks. Grades 7-12, especially of interest to English and Social Studies.

KT CE23-I World of Work, Part I, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded)

Titles include:

What is Your Future in the Changing World of Work?

Receptionist	Electrician
Automobile Mechanic	Printer
TV and Radio Repair	Sheet Metal Worker
Tool and Die Maker	

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KT CE23-II — World of Work, Part II, Eye Gate. Six filmstrips with cassettes covering six areas of employment, also includes teacher's guide. Circulation period 1 week, suggested for junior high and secondary students. (Educable Mentally Retarded)

Titles include:

- Automotive Sales Representative
- Cook
- Data Processing Clerk
- Sheet Metal Worker - Building Trades
- Medical Assistant
- Real Estate Sales

KT CE24 — Education for Occupations, Eye Gate. Eight filmstrips with cassettes covering eight areas of employment. Circulation period 1 week, suggested for junior high and secondary students. (EMR)

Titles include:

- Working in a Service Station
- Working in a Supermarket
- Working in the Printing Industry
- Working in the Food Services
- Working with Business Machines
- Working in Manufacturing
- Working in Building Maintenance
- Working in a Hospital

KT CE25-A — Career Education, Series A, Interpretive Education. Five filmstrips with cassettes and teacher's manual. A multi-media approach designed to give the student a broad, general overview of jobs in the service, factory, sales and distributive areas. Circulation period 1 week, suggested for secondary.

Titles include:

- Introduction to Careers
- Service Jobs

KT CE28 — Compulearn Career Education Program, Random House. A battery-operated console used with program cards. Helps students progress through series of questions on interests, career information, etc. Includes educator guides, student guides, bibliographies, career index, console and program cards. Circulation period 3 weeks. Grades K-12.

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Book Series

Call No.

Early Career Books, Lerner Publications Company.

Call No.	
S 494.5 .A4 B45 1974	Careers in Agriculture
HD 9710 .A2 B46 1974	Careers in Auto Sales and Service
LB 2832 .B46	Careers in Education
QL 50.5 .B46 1974	Careers in Animal Care
JS 155 .B45 1974	Careers with the City
S 944 .B46 1974	Careers in Construction

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Periodicals

Volume and Number	Name Publisher
	CAREER WORLD, Curriculum Innovations, Inc. Circulation period 2 weeks, suggested for 7-12.
	Major topics covered:
I-2 Oct. 72	Engineers and Engineering Technicians
I-3 Nov. 72	Communications and Media Home Economics Careers in the Building Trades
I-4 Dec. 72	Air Transportation Business and Office
I-5 Jan. 73	Careers in Psychology
I-6 Feb. 73	Opportunities in the Criminal Justice System Apprentice Training
I-8 Apr. 73	Health Careers
I-9 May 73	Oceanography Insurance Careers
II-5 Jan. 74	Computer Careers and Other White Collar Jobs Electronic Technicians Tool and Die Makers
II-6 Mid-Feb. 74	Working for Uncle Sam
II-7 Mid-March 74	Jobs in Journalism
II-8 Mid-April 74	Marketing and Distribution
II-9 Mid-May 74	Agribusiness
March 74	EMPHASIS, Career Education, Emphasis, Inc. Circulation period 2 weeks. Grades 9-12. Major emphasis - Careers in Allied Health Fields.
Mar. 74 April/May 74	CAREER EDUCATION DIGEST, Educational Properties, Inc.

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Filmstrips

FS CE1 — Are You Looking Ahead? Eye Gate. Ten filmstrips with a teacher's manual designed to prepare students mentally, socially and emotionally for the world of work. Circulation period 1 week. Grades 7-12.

Titles include:

- Do You Like Flowers?
- Do You Like Sports?
- How About Being a Key Punch Operator?
- Do You Love Animals?
- Would You Like to Be a Cashier?
- How About Office Work?
- How About Being an Electronics Assembler?
- Would You Like Hospital Work?
- Want to Work in a Laundry?
- Would You Like to Sell?

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Posters

Call No.

PA CE1 — Career Posters, Minnesota Department of Education. Posters showing careers in various areas related to subjects listed below and further divided according to amount of education necessary for each. (laminated to add more careers in spaces provided) Circulation period 4 weeks. Grades 6-12.

PA CE2 — Industrial Education Careers

PA CE3 — English Careers

PA CE4 — Social Studies Careers

PA CE5 — Agricultural Science Careers

PA CE6 — Science Careers

PA CE7 — Business Careers

PA CE8 — Mathematics Careers

PA CE9 — Distributive and Marketing Careers

PA CE10 — Music Careers

PA CE11 — Art Careers

PA CE12 — Home Economics Careers

PA CE13 — Physical Education and Health Careers

PA CE14 — Foreign Language Careers

PA CE17 — Guidance Publications Chronicle Posters. Nine different posters representing various types of work. Circulation period 4 weeks. Grades 7-12.

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If you visit the Career Education Audiovisual Library in the Learning Resource Center, you will be able to locate materials more quickly by noting the color-coded labels. All of the materials other than books and periodicals are color-coded. The color and code is as follows:

Item	Code	Color
Kit (a combination of two or more media designed to be used as a unit)	KT	Black
Cassettes	CT	Red
Posters, Charts	PA	Orange
Filmstrips	FS	Green
Games, Puzzles	GA	Blue
Realia (actual objects or specimens)	RE	Brown

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SOURCES OF CAREER AND OCCUPATIONAL INFORMATION

Listed below are recognized sources of accurate and relevant career information for each of the occupational areas. These materials can be obtained without charge.

Accounting - For more information write:

National Society of Public Accountants
1717 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Institute of Certified Public Accountants
666 Fifth Avenue
New York, New York 10019

Accounting Career Council
National Distribution Center
P.O. Box 650, Radio City Station
New York, New York 10019

National Association of Accountants
505 Park Avenue
New York, New York 10022

Financial Executives Institute
50 West 44th Street
New York, New York 10036

The Institute of Internal Auditors
170 Broadway
New York, New York 10038

Advertising, Marketing, and Public Relations - For more information Write:

American Association of Advertising Agencies
200 Park Avenue
New York, New York 10017

American Advertising Federation
1225 Connecticut Avenue
N.W., Washington, D.C. 20036

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Association of Industrial Advertisers
41 East 42nd Street
New York, New York 10017

Small Business Administration
Washington, D.C. 20416

American Marketing Association
230 North Michigan Avenue
Chicago, Illinois 60601

Public Relations Society of America, Inc.
845 Third Avenue
New York, New York 10022

Service Department
Public Relations News
127 East 80th Street
New York, New York 10021

Aerospace and Aviation - For more information write:

American Institute of Aeronautics and Astronautics
1290 Avenue of the Americas
New York, New York 10019

Air Transport Association of America
1000 Connecticut Avenue
N.W., Washington, D.C. 20036

General Aviation Manufacturers Association
1025 Connecticut Avenue
N.W., Washington, D.C. 2-036

Agribusiness and Natural Resources - For more information write:

American Farm Bureau Federation
225 Touhy Avenue
Park Ridge, Illinois 60068

American Society of Agricultural Engineers
2950 Niles Road
St. Joseph, Michigan 49085

American Society of Animal Science
39 Sheridan Avenue
Albany, New York 12210

The Wildlife Society, Ste. S-176
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

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National Forest Products Association
1619 Massachusetts Avenue
N.W., Washington, D.C. 20036

Automotive - For more information write:

Educational Affairs Department
Ford Motor Company
The American Road
Dearborn, Michigan 48121

General Motors Corporation
Room 1-101, General Motors Building
Detroit, Michigan 48202

Architecture - For more information write:

Association of Collegiate Schools of Architecture
1785 Massachusetts Avenue
N.W., Washington, D.C. 20036

The American Institute of Architects
1735 New York Avenue
N.W., Washington, D.C. 20006

The American Institute of Architects
1785 Massachusetts Ave. N.W.
Washington, D.C. 20036

Banking, Finance, and Investment - For more information write:

The American Bankers Association
1120 Connecticut Avenue
N.W., Washington, D.C. 20036

Investment Counsel Association of American, Inc.
127 East 59th Street
New York, New York 10022

National Consumer Finance Association
1000 - 16th Street
N.W., Washington, D.C. 20036

National Association of Bank Women, Inc.
National Office
111 E. Wacker Drive
Chicago, Illinois 60601

National Bankers Association
4310 Georgia Avenue N.W.
Washignton, D. C. 20011

Federal Deposit Insurance Corporation
Director of Personnel
550 17th St. N.W.

Business and Office Services - For more information write:

Administration Management Society
Publications Department
Willow Grove, Pennsylvania 19090

American Management Association
135 West 50th Street
New York, New York 10020

National Association of Purchasing Management
11 Park Place
New York, New York 10001

National Secretaries Association (International)
616 East 63rd Street
Kansas City, Missouri 64110

Communication and Media - For more information write:

American Newspaper Publishers Association Foundation
750 Third Avenue
New York, New York 10017

Sigma Delta Chi, National Professional Journalism Society
35 East Wacker Drive
Chicago, Illinois 60601

Education Council of the Graphic Arts, Inc.
4615 Forbes Avenue
Pittsburgh, Pennsylvania 15213

Modern Language Association
60 Fifth Avenue
New York, New York 10011

American Library Association
50 East Huron Street
Chicago, Illinois 60611

National Association of Broadcasters
1771 N Street
N.W., Washington, D.C. 20036

Construction - For more information write:

Associated Builders and Contractors, Inc
P.O. Box 698
Glen Burnie, Maryland 21061

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National Association of Home Builders
1625 L Street
N.W., Washington, D.C. 20036

Data Processing and Computer -
For more information write:

Data Processing Management Association
505 Busse Highway
Park Ridge, Illinois 60068

American Federation of Information
Processing Societies, Inc.
210 Summit Avenue
Montvale, New Jersey 07645

Automation Institute of America, Inc.
760 Market Street, Suite 600
San Francisco, California 94102

Association of Computing Machinery
1133 Ave. of the Americas
New York, New York 10036

Education - For more information write:

National Education Association
1201 - 16th Street
N.W., Washington, D.C. 20036

American Federation of Teachers
1042 - 14th Street
N.W., Washington, D.C. 20005

Association for Childhood Education
International
3615 Wisconsin Avenue
N.W., Washington, D.C. 20015

The Council for Exceptional Children
Suite 900,
1411 South Jefferson Davis Highway
Arlington, Virginia 22202

American School Counselor Association
1607 New Hampshire Avenue
N.W., Washington, D.C. 20009

U.S. Department of Health, Education
and Welfare
Office of Education
Washington, D.C.

The College Placement Council, Inc.
P.O. Box 2263
Bethelem, Pa. 18001

Electronics - For more information write:

National Alliance of Television and
Electronics Service Association
5908 S. Troy Street
Chicago, Illinois 60629

Electronics Industries Association
2001 Eye Street
N.W., Washington, D.C. 20006

Engineering - For more information write:

Engineers' Council for Professional
Development
345 East 47th Street
New York, New York 10017

American Institute of Industrial
Engineers, Inc.
United Engineering Center
345 East 47th Street
New York, New York 10017

American for Engineering Education
1346 Connecticut Avenue
N.W., Washington, D.C. 20036

American Institute of Chemical Engineers
345 East 47th Street
New York, New York 10017

Institute of Electrical and Electronics
Engineers, Inc.
345 47th Street
New York, New York 10017

The American Society of Mechanical
Engineers
United Engineering Center
345 East 47th Street
New York, New York 10017

The Society of Mining Engineers of AIME
345 East 47th Street
New York, New York 10017

American Society of Civil Engineers
345 East 47th Street
New York, New York 10017

Environment - For more information write:

Ecological Society of America
Department of Botany
Southern Illinois University
Carbondale, Illinois 62901

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Institute of Environmental Sciences
940 East Northwest Highway
Mt. Prospect, Illinois 60058

Soil Conservation Society of America
7515 N.E. Ankeny Road
Ankeny, Iowa 50021

National Environmental Health Association
1600 Pennsylvania Street
Denver, Colorado 80203

Society of American Foresters
1010 - 16th Street
N.W., Washington, D.C. 20036

The American Forestry Association
1319 - 18th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street N.W.
Washington, D.C. 20037

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washington, D.C. 20415

American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Geophysical Union
2100 Pennsylvania Avenue, N.W.
Washington, D.C. 20037

International Oceanographic Foundation
1 Rickenbacker Causeway
Virginia Key, Miami, Fla. 33149

U.S. Civil Service Commission
Washington, D.C. 20250

Employment Division
Office of Personnel
U.S. Dept. of Agriculture
Washington, D.C. 20250

Food Service and Processing - For more information write:

Institute of Food Technologists
176 West Adams Street
Chicago, Illinois 60603

American Meat Institute
59 East Van Buren Street
Chicago, Illinois 60605

National Dairy Council
111 North Canal Street
Chicago, Illinois 60606

The Institute of Food Technologists
Suite 2120
221 North LaSalle Street
Chicago, Illinois 60601

Government - For more information write:

United States Civil Service Commission
c/o Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Health and Medicine - For more information write:

American Hospital Association
840 North Lake Shore Drive
Chicago, Illinois 60611

National Health Council, Inc.
1740 Broadway
New York, New York 10019

American Medical Record Association
875 North Michigan Avenue, Suite 1850
Chicago, Illinois 60611

American Association of Medical Assistants
200 East Ohio Street
Chicago, Illinois 60611

American Medical Association
Department of Health Manpower
535 North Dearborn Street
Chicago, Illinois 60610

American Dental Association
Council on Dental Education
211 East Chicago Avenue
Chicago, Illinois 60611

American Dietetic Association
Publications Department
620 North Michigan Avenue
Chicago, Illinois 60611

National Association for Mental Health
10 Columbus Circle
New York, New York 10019

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National League for Nursing
10 Columbus Circle
New York, New York 10019

American Optometric Association
7000 Chippewa Street
St. Louis, Missouri 63119

American Physical Therapy Association
1156 - 15th Street
N.W., Washington, D. C. 20005

Registry of Medical Technicians
P.O. Box 4872
Chicago, Illinois 60680

Hospitality and Recreation -
For more information write:

National Recreation and Park Association
1700 Pennsylvania Avenue
N.W., Washington, D.C. 20006

American Hotel and Motel Association
Kellogg Center
East Lansing, Michigan 48823

American Association for Health Physical Education and Recreation
1201 - 16th Street
N.W. Washington, D.C. 20036

Industry, Machine and Tool Trades -
For more information write:

The American Society for Metals
Metals Park, Ohio

Scientific Apparatus Makers Association
370 Lexington Avenue
New York, New York 10017

Insurance Occupations -
For more information write:

National Association of Public Insurance Adjusters
1613 Munsey Bldg.
Baltimore, Md. 21202

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Insurance Information Institute
110 William Street
New York, New York 10038

Mathematics Occupations -
For more information write:

American Mathematical Society
P.O. Box 6248
Providence, R.I. 02904

Mathematical Association of America
1225 Connecticut Avenue, N.W.
Washington, D.C. 20036

Association for Computing Machinery
1133 Avenue of the Americas
New York, New York 10036

Society for Industrial and Applied Mathematics
33 South 17th Street
Philadelphia, Pa. 19103

Personal Services - For more information write:

Society of American Florists
901 North Washington Street
Aldexandria, Virginia 22314

Retail Jewelers of America, Inc..
1025 Vermont Avenue
N.W., Washington, D.C. 20005

Gemological Institute of America
11940 San Vicentee Blvd.
Los Angeles, California

National Society of Interior Designers
315 East 62nd Street
New York, New York 10021

Institute of Life Insurance
277 Park Avenue
New York, New York 10017

Associated Master Barbers and Beauticians of America
219 Greenwich Road
Charlotte, North Carolina 28211

American Institute of Laundering
Joliet, Illinois 60434

Sales - For more information write:

National Automobile Dealers Association
2000 K Street
Washington, D.C. 20006

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National Association of Real Estate Boards
155 East Superior Street
Chicago, Illinois 60611

The National Retail Merchants Association
100 West 31st Street
New York, New York 10001

The National Association of Wholesaler-Distributers
1725 K Street
N.W., Washington, D.C. 20006

Sales and Marketing Executive International
Student Education Division
630 Third Avenue
New York, New York 10017

Science - For more information write:

American Astronomical Society
211 Fitz Randolph Road
Princeton, New Jersey 08540

American Institute of Biological Sciences
3900 Wisconsin Avenue
N.W., Washington, D.C. 20016

Entomological Society of America
4603 Calvert Road
College Park, Maryland 20740

American Society for Microbiology
1913 "I" Street
N.W., Washington, D.C. 20006

American Chemical Society
1155 - 16th Street
N.W., Washington, D.C. 20036

American Geological Institute
2201 M Street
N.W., Washington, D.C. 20036

Society of Exploration Geophysics
Box 3098
Tulsa, Oklahoma 74101

The American Meteorological Society
45 Beacon Street
Boston, Mass. 02108

American Society of Horicultural Science
615 Elm Street
St. Joseph, Mich. 49085

Manufacturing Chemists' Association, Inc.
1825 Connecticut Avenue, N.W.
Washington, D.C. 20009

American Institute of Physics
335 East 45th Street
New York, New York 10017

Interagency Board of U.S. Civil Service Examiners for Washington, D.C.
1900 E Street, N.W.
Washignton, D.C. 20415

Social Science Occupations - For more information write:

The American Anthropological Association
1703 New Hampshire Avenue, N.W.
Washington, D.C. 20009

Smithsonian Institute
Washington, D.C. 20560

American Economic Association
1313 21st Avenue South
Nashville, Tenn. 37212

The Foreign Service in the Seventies
U.S. Department of State, Publication 8535
Washington, D.C. 20520 Free

Association of American Geographers
1710 16th Street, N.W.
Washington, D.C. 20009

Social Work - For more information write:

National Association of Social Workers
1425 H Street
N.W., Washington, D.C. 20005

National Center for Church Vocations
1307 South Wabash Avenue
Chicago, Illinois 60605

Transportation - For more information write:

American Trucking Association
1616 P Street
N.W., Washington, D.C. 20036

The Association of American Railroads
Public Relations Department
1920 L Strect
N.W., Washington, D.C. 20006

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FIELD TRIP SITES and GUEST SPEAKERS

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GUEST SPEAKER AND FIELD TRIP SITE LISTING

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Allstate Insurance Co.	4800 E. 63rd Kansas City, MO	John Irish	816-333-6800	Yes	20	11-16	No
Archias Floral Co.	4th & Park Sedalia, MO	Don King	826-4000	Yes	20	K-12	Yes
Attorney at Law	Warsaw, MO	Edwin F. Brady	438-5116	No	0	0	Possibly
Ault's Skelly Station	1570 S. Odell Marshall, MO	Bob Ault	886-6792	Yes	20	7-9	No
B & E Market	1701 S. Kentucky	Jim Dick	826-2188	Yes	30	3-12	No
Banquet Foods	253 W. Marion St. Marshall, MO	Caton Martin	886-3301	Yes	20	4-9	Possibly
Ben's Den	1421 S. Limit	Jack Smith	827-2485	No	0	0	Possibly
Benton County Enterprise	Warsaw, MO	Mahlon White	438-6312	No	0	0	Possibly
Benton County R-I	Cole Camp, MO	Vergil Oglevie	668-4427	No	0	0	Possibly
Benton County R-IX	Warsaw, MO	John Boise	438-7351	No	0	8-10	Yes
Bohling Grocery	Cole Camp, MO	Mr. E. G. Bohling		No	0	0	Possibly
Boonslick Regional Library	6th & Lamine	Ms. Corley	826-6195	Yes	20	K-9	Possibly
Borchers & Heimsoth	Cole Camp, MO	Ervin Borchers	668-4923	No	0	0	Possibly
Bothwell Hospital Physical Therapy	Sedalia, MO	Nevin Almquist	826-8833	Yes	7-15	7-12	Yes
Bothwell Hospital	Sedalia, MO	Marie Nicholson	826-8833	Yes	20	12-16	No

NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Breech Academy-TWA	6300 Lamar Avenue Mission, KS	Mickey Holiday	842-4000	Yes	20	11-16	Yes
Brick Mason	RFD 3 Warsaw, MO	Lee Siavens	438-536	No	0	0	Possibly
Dala's Botique	Tipton, MO	Dala Yantz	433-2626	No	0	0	Yes
Broadway Lanes, Inc.	2119 W. Broadway	Edith Simons	827-0404	Yes	Large	K-14	Possibly
Broadway Car Wash	310 W. Broadway	Dale Arms	826-0375	Yes	25-30	1-12	No
Brown, McCloskey, Buckley	301 E. 5th St.	Mabel Glenn	826-7373	No	0	0	No
Business Mens Assurance	BMA Building Kansas City, MO	Almeta Wilcher	753-8000	Yes	20	11-16	No
Cablevision, Inc.	600 S. Osage	Lynn Harrison	826-0933	Yes	20	5-9	Possibly
Cargill Incorporated	Marshall, MO	Jack Hartwick	886-7473	Yes	20-25	9	Possibly
Cargill Nutrena Feeds	Smithton, MO	Gene Hudiburg	343-5319	Yes	10	7-12	Yes
Classic Studio	6th & Kentucky	Ed Brummett	826-8888	Yes	5-10	7-12	Yes
Commerce Bank	10th & Walnut Kansas City, MO	John Wells	234-2000	Yes	20	11-16	No
Conalco	West Highway 50	Russ Woodyard	827-1712	Yes	30	6-12	Yes
Consumers Supermarket	Hancock & Broadway	Bill Smillie	827-3190	Yes	15	K-12	Yes
Creasy's Insurance Agency	Warsaw, MO	Gordon Creasy	438-5621	No	0	0	Yes
C. W. Flower Co.	219 S. Ohio	Mrs. Austin	826-3200	Yes	15-20	11-16	Yes
DeKalb Ag. Research	Marshall, MO	Don Wert	886-7438	Yes	10-40	5-9	Possibly

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NAME	ADDRESS	REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
DeLong Dry Goods	Warsaw, MO	Mrs. DeLong	438-5307	No	0	0	Possibly
Democrat News	Marshall, MO	Jerry Arnett	886-2233	Yes	25	7-9	Yes
Dentist	Warsaw, MO	Dr. Shepardson	438-5421	No	0	0	No
Dentist	1810 W. 11th	Dr. Robert Vit	826-5445	No	0	K-12	No
Doctor of Osteopathy	1701 S. Lafayette	Dr. Joe Bennett	826-6633	Yes	5 at a time, 40 max	7-12	Yes
Duke Manufacturing	Main & Duke Road	Ivan Stuart	827-2661	Yes	10	4-12	No
Durham Chevrolet	Warsaw, MO	Cloyd Durham	438-5133	Yes	10	8-12	Yes
Estes' 66 Station	Warsaw, MO	Gary Estes	438-6022	No	0	0	Possibly
Fajen's Inc.	Warsaw, MO	Mary Wray	438-5111	Yes	30	1-12	Possibly
Farmer's Bank of Lincoln	Lincoln, MO	Karl Kroenke	547-3311	Yes	12-15	9-12	Possibly
Fire Department	Main St. & State Fair Blvd.	Ronnie Ollison	826-9058	Yes	15-20	K-12	Yes
Flat Creek Vet. Hosp.	1701 W. Main	Dr. Peacock	827-2057	Yes	10-15	K-12	Yes
Bill Greer Body Shop	Main Street	Orval Burd	827-2162	Yes	5	10-12	No
Hallmark	25th & McGee	Rose A. Lightle	274-4667	Yes	20	11-16	Yes
Heinzler Bros. Welding	Marshall, MO	Frank Heinzler	886-7775	Yes	20-25	7-9	No
Holiday Inn	32nd & Limit	Jim Grieshaber	826-6100	Yes	40-50	8-9	Possibly
IBEW Local 814 Credit Union	2111 W. Broadway	June Kuhlman	826-0814	Yes	6 at a time	8-12	Possibly

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
IGA	2402 W. Broadway	Ralph Huff	827-1452	Yes	25	K-12	Yes
Industrial Loan & Investment	120 W. Fifth	Firman Boul	826-4800	Yes	25	7-12	Yes
Jim's Garden Center	1000 W. Main	James L. Foster	826-4411	Yes	15	4-9	Possibly
Bob Johnson TV & Appliance	2907 W. Broadway	Ray Thompson Harold Richardson Paul Johnson	827-2326	Yes	15-20	7-12	Yes
KDRO Radio	W. Highway 50	Herb Brandes	826-5005	Yes	15	K-12	Possibly
Kim Originals	2500 E. Broadway	Bill Cline	826-2500	Yes	15	K-12	Possibly
KMMO-KMFL	Marshall, MO	Mr. Douglas	886-7422	Yes	20-25	7-9	Yes
KMOS TV Station	2100 W. Broadway	Stuart Gressley	826-1651	Yes	15	K-12	Yes
KSIS Radio	N. 65 Highway	Carl Yates	826-1050	Yes	10	K-14	Yes
Lacuma Builders Inc.	1806 W. 11th	Bob Cook	826-0522	No	0	0	Yes
Lamm, Barnett, Crawford, Barnes, Fritz Law Firm	118 W. Fifth	Donald Barnes	826-5428	No	0	11-12	Yes
Lee's Archery Manufacturing	Route 2	LeRoy Young	826-6762	Yes	20	7-16	No
Lincoln New Era Newspaper	Lincoln, MO	George Williams	547-3800	Yes	Inquire	Inquire	Possibly
Macy's	1034 Main Kansas City, MO	Mrs. Cullen	221-3737	Yes	20	11-16	No
Magistrate Judge-Pettis County	901 S. Vermont	Hazel Palmer	826-8816	No	0	11-12	Yes
Marshall Chamber of Commerce	214 N. Lafayette	Leo Hayob	886-7464	No	0	7-9	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Pettis County Ambulance	626 E. 5th	Joe Wasson	826-5316	Yes	10-15	6-12	Possibly
Phyllis's Beauty Shop	Cole Camp, MO	Phyllis Templeton		No	0	0	Possibly
Pittsburgh Corning	16th & Missouri Pacific Spur	Rita Kenney	826-4660	No	0	0	No
Post Office	205 N. Lafayette Marshall, MO	Mr. Weislocker	886-6200	Yes	25	7-9	No
Post Office	405 E. 5th	Roy Hinton	826-8887	Yes	25-30	4-9	Possibly
Ramada Inn	3501 W. Broadway	Darrell Olsen	826-8400	Yes	15	5-12	Possibly
Reinhart Fajen, Inc.	Warsaw, MO	Eloise Atkins	438-5111	Yes	20	11-16	No
Rest Haven Retirement Home	1800 S. Ingram		827-0845	Yes	10	1-9	Possibly
Retail Bakery	6th & Ohio	Mr. Mallory	826-6920	Yes	20	K-9	Possibly
Rick's Body Shop	R. R. #2	Rick Geer	826-1157	Yes	25-30	7-12	No
Rival Manufacturing Co.	16th & Lamine	Jim Houchen	826-6600	Yes	15	4-12	Yes
Rival Manufacturing Co.	Miller's Park Plaza	Nyra Price	827-3860	No	0	0	Yes
Scott's Jewelry	E. Highway 7 Warsaw, MO	Mr. Scott	438-5700	No	0	0	0
Sears	110 W. Third	Finis Galloway	826-6500	Yes	10	7-12	Yes
Sedalia Computer Service	210 E. 7th	Larry McRoy	827-1990	Yes	10-15	9-12	Yes
Sedalia Democrat	700 S. Mass.	Don Keller	826-1000	Yes	15	K-16	No
Sedalia Implement Co.	2205 S. Limit	John Joy	826-0466	Yes	15-25	7-12	Yes

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Marshall Floral & Greenhouse	160 W. Summit	Juanita Dametz	886-7177	Yes	20	7-9	Yes
Marshall State School & Hospital	Marshall, MO	M. L. Daughty	886-2202	Yes	30	12-16	Possibly
Mattingly's Variety Store	218 S. Ohio	Bill Stratton	826-5270	Yes	20	7-12	Yes
Merle Norman Cosmetics	120 S. Ohio	Sandra Boul	826-6430	No	0	11-16	Yes
MFA Claims Adjustment Office	2002 W. 14th	Steve Overman	827-0670	No	0	0	Yes
MFA Implement	Lincoln, MO	Clarence Frisch	547-3318	Possibly	Inq.	Inq.	Possibly
MFA Insurance	1817 W. Broadway	Vic Ohman	445-8441	Yes	20	11-16	No
Missouri Division of E. S.	215 E. Fifth	Bill Giles	826-8184	Yes	25	11-12	Yes
Missouri Pacific Railroad	210 N. 13th St. St. Louis, MO	D. M. Tutke	314-2944	Yes	Arr.	7-12	Possibly
Missouri State Bank	917 S. Limit	William Claycomb	826-1213	Yes	20-25	4-12	Possibly
Missouri State Fair	Box 111	Myrna Ragar	826-0570	Yes	30	3-7	Possibly
Missouri Valley College	Marshall, MO	Gordon Imlay	886-6924	No	0	9-12	Yes
Model Cleaners	Warsaw, MO	Richard Kingma	438-5831	Yes	20	K-12	No
Ollison's Garage	3809 E. 12th	Keith Ollison	826-4077	No	0	0	Yes
Patricia Stephens Modeling Finishing School	4638 Nichols Parkway Kansas City, MO	Sue Peterson	531-5866	Yes	60	7-12	Yes
Pepsi-Cola Bottling Co.	Sedalia, MO	W. C. Ream	826-8144	Yes	30	4-9	Possibly

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NAME	ADDRESS	CONTACT REPRESENTATIVE	TELEPHONE	FIELD TRIP	GROUP SIZE	GRADE LEVEL	GUEST SPEAKER
Sedalia Memorial Airport	E. Highway 50	James Addas	826-9796	Yes	Small	K-14	Possibly
Sedalia Police Department	3rd & Osage	Bill Miller	826-0214	Yes	10-15	9-12	Yes
Sedalia Water Department	111 W. 4th	C. H. Taylor	826-1234	Yes	15	K-16	Possibly
Sheriff's Department	Warsaw, MO	Bob Breashears	438-5252	No	0	0	No
Paul Shinn Oil Company	RFD 3 Warsaw, MO	Paul Shinn	438-5013	No	0	0	No
Sound Shop	1716 W. Ninth	Al Reese	827-2223	Yes	20	K-12	Yes
Southwestern Bell Telephone	220 E. 5th St.	Bob Johnson	826-9800	Yes	25	K-12	Yes
State Fair Community College	1900 Clarendon Road	Fred Davis	826-7100	Check with Betty Blackwell			
The Craft Shop	318 S. Ohio	Mrs. Boatman	827-3041	Yes	15-20	5-12	Possibly
Third National Bank	301 S. Ohio	Bob McDonald	826-0611	Yes	30-40	6-9	Possibly
Town and Country Shoes	201 N. Missouri	Charles Rayl	826-4490	Yes	Small	All Y	Yes
Tullis Hall Dairy Co.	541 E. 5th	Mr. Funnell	826-3030	Yes	10	3-12	No
Tygart & Arth Body Shop	207 E. Belle Marshall, MO	Ray Arth	886-3933	Yes	25	7-8	Yes
Unitog	Warsaw, MO	Osborne McMillen	438-5117	Yes	Arr.	7-12	No
Veterinary	Cole Camp, MO	Dr. Taylor	668-4523	No	0	0	No
Walker Publishing Co.	2016 W. Main	Mark Kitch	826-8200	Yes	15	5-12	Yes
Warren Grocery	Green Ridge, MO	Mr. Warren	527-3317	No	0	0	No

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Warsaw Auto Supply	Warsaw, MO	Stan Intelman	438-7321	Yes	Small	1-14	No
Warsaw Veterinary Clinic	Warsaw, MO	Dr. Rolf	438-7333	No	0	0	No
Wilken Music	Thompson Hills	Mr. Wilken	826-9356	Yes	10	4-12	Yes
Wilson's Co., Inc.	Box 340 Marshall, MO	Don Nutten	886-5522	Poss.	12	7-12	Possibly
W. K. Garage	Cole Camp, MO	Walt Weymuth	668-4421	Yes	25-30	7-12	Yes
Wood & Huston Bank	27 North Street Marshall, MO	Mr. Mitchell	886-5575	Yes	25	7-9	Yes
Zephyr Manufacturing Co.	400 W. 2nd St.	C. M. Huddleston	827-0352	Yes	10-15	4-9	Possibly

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